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For What Is the Teacher Paid?

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JOSEPH A. BAER

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Educational Research Bulletin

FOR WHAT IS THE TEACHER PAID?

PART I. CENTRAL TENDENCIES

TEACHERS have been paid for many different things, from a "strong arm to enforce discipline" to "she's a nice little thing and needs the money." Should the teacher be paid on the basis of physical strength? There was a time when this was an important factor, but in most communities that time has long since passed. Most superintendents and boards of education, too, are hard-hearted enough to insist that the teacher must have other qualifications than the need of a salary. Such qualifications usually include some training and an allowance for experience. It is the purpose of this study to present a statistical treatment of the readily measurable factors that are usually considered as influencing salaries.[1] These factors are experience, training, and—in junior and senior high schools—teaching load. Coefficients of correlation, partial correlations, and regression equations have been used to estimate the relative weights of these variables.

As a basis of study, cards collected for a previous project of the Bureau of Educational Research, at Ohio State University, were used.[2] These give data for the year 1923-24 concerning salary, experience, and training for all teachers, and, in addition, they give the teaching load of teachers in junior and senior high schools.

Twelve distinctly rural counties well-distributed throughout the state, thirty cities between five thousand and fifty thousand population also well-distributed, and seven cities of more than fifty thousand were included in the cards to be studied. All of the cards which gave the necessary information were used for the rural one-room, graded elementary, and high schools in the counties; for elementary and high schools in the smaller cities; and for the junior and senior high schools in the larger cities. In each large city only a part of the cards, representing all the teachers from approximately one-fourth of the elementary schools taken at random were used. The distribution of all the cards is given in Table I. The total number for the women is 7,159 and for the men, 1,520, making a grand total of 8,679.

The data were tabulated by sex, according to the type of school. Central tendencies were determined; correlations computed; and for the junior and senior high schools in the large cities, regression equations were constructed by means of the partial-correlation technique.

The material is presented in three parts. Part I shows central tendencies; Part II gives the coefficients of

[1]This is a report of Project 55, of the research program of the Bureau of Educational Research, Ohio State University.

[2]Buckingham, B. R. *Supply and Demand in Teacher Training.* Columbus, Ohio, Ohio State University Press, 1926. 182 pp. (Ohio State University Studies, Bureau of Educational Research Monograph, No. 4)

correlation and the regression equations; and Part III presents the relation of salary, experience, training, and teaching load to the subject taught.

The points for consideration in this part of the report are the distributions, by sex and different types of school, of salaries, experience, training, and teaching load to show the general influence of these factors.

Salaries.—In general, men receive higher salaries than women, senior high-school teachers receive the highest salaries, and one-room rural-school teachers receive the lowest salaries. A tendency is also shown for the rural-school teachers to have the minimum of training and experience. The junior high-school teacher carries a heavier pupil-clock-hour teaching load than the senior high-school teacher. Each of these matters will be discussed in order in the succeeding pages.

TABLE I

NUMBER OF TEACHERS' CARDS AND THE KIND OF SCHOOLS REPRESENTED

	Men	Women
(1)	(2)	(3)
Rural Schools:		
One-room	172	416
Graded elementary	73	698
High	74	160
Small Cities:		
Elementary	72	1,738
High school	231	411
Large Cities:		
Elementary	76	1,919
Junior high	290	1,074
Senior high	532	743
Total	1,520	7,159

Table II gives the distribution of the salaries of men for the various kinds of schools. One group, that in the elementary schools of the large cities, is missing, for there were so few men teachers that it seemed best to leave them out entirely.

The progression of salaries according to the type of position is very marked. The extremely low salaries and the narrow range of salary for the rural man is perhaps the first striking fact in Table II. More than half of this group, 55 percent, are in the lowest salary step, and the whole range covers only six steps, from $800 to $1,400. The men in the graded elementary schools add one more step to the range, that is, their range is seven steps. The range is doubled by the rural high-school teachers, and almost doubled again by men teachers in city high schools. The total range for the rural schools is only $600, while it is $2,400 for the junior high schools in large cities and $2,600 for the senior high schools. Out of 528 men in the senior high schools in large cities only two receive less in salary than the best paid man in a one-room school; and only three receive less than the best paid man in the graded-rural schools.

The total range does not tell the entire story. The standard deviation for men in the one-room schools is $103; and in the graded elementary schools, $160. In the large-city senior high schools the standard deviation is $493, or nearly five times that of the one-room schools, and more than three times that of the graded elementary schools. If twice the standard deviation is accepted as a limit beyond which a salary or a variation may be considered unusual, since only 45 out of every 1,000 teachers will be above or below these limits in a normal distribution, then a salary of $1,115 in a one-room school is as good for one-room schools as a salary of $3,499 is for a city high school; and a salary of $1,527 is as poor for a city high school as $706 for a one-room school. Actually, this latter salary is not now legally paid in Ohio, for the minimum salary is $800.

To continue the comparison, a man who receives $1,373 in a graded elementary school is as fortunate comparatively as the man who receives $2,149 in the elementary schools of small cities, $2,369 in a rural high school, $2,562 in a small-city high school, or $2,952 in a junior high school in a large city. Conversely, the man who is receiving only $1,210 in a large-city junior high school, $1,346 in a small-city high school, or $909 in a rural high school is as unfortunate—compared with his fellows in similar positions—as the man who is receiving only $706 in a one-room school.

TABLE II

DISTRIBUTION OF SALARIES OF MEN ACCORDING TO TYPE OF POSITION

SALARY	COUNTIES			SMALL CITIES		LARGE CITIES	
	One-room School	Graded Elementary	High Schools	Elementary	High Schools	Junior High Schools	Senior High Schools
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
3,600–3,699	.....	.....	.....	.....	.....	.....	11
3,500–3,599	.....	.....	.....	.....	.....	.....	2
3,400–3,499	.....	.....	.....	.....	.....	.....	3
3,300–3,399	.....	.....	.....	.....	.....	1	29
3,200–3,299	.....	.....	.....	.....	.....	2	5
3,100–3,199	.....	.....	.....	.....	.....	.....	11
3,000–3,099	.....	.....	.....	.....	.....	3	30
2,900–2,999	.....	.....	.....	.....	.....	2	21
2,800–2,899	.....	.....	.....	.....	.....	4	55
2,700–2,799	.....	.....	1	.....	.....	6	31
2,600–2,699	.....	.....	.....	.....	1	9	14
2,500–2,599	.....	.....	.....	.....	7	29	27
2,400–2,499	.....	.....	2	.....	10	8	39
2,300–2,399	.....	.....	.....	.....	11	39	72
2,200–2,299	.....	.....	5	.....	21	22	45
2,100–2,199	.....	.....	4	3	25	30	29
2,000–2,099	.....	.....	3	4	35	18	19
1,900–1,999	.....	.....	1	2	16	9	31
1,800–1,899	.....	.....	4	4	34	27	22
1,700–1,799	.....	.....	7	4	26	23	8
1,600–1,699	.....	.....	7	8	10	18	13
1,500–1,599	.....	.....	6	4	20	9	5
1,400–1,499	.....	2	8	7	6	14	3
1,300–1,399	1	4	13	8	8	7	1
1,200–1,299	2	6	9	6	1	7	1
1,100–1,199	13	17	4	6	.....	3	1
1,000–1,099	13	12	.....	10	.....	1	.....
900– 999	47	17	.....	3	.....	.....	.....
800– 899	96	15	.....	3	.....	.....	.....
Total	172	73	74	72	231	291	528
Mean*	$912	$1,053	$1,639	$1,439	$1,954	$2,086	$2,513
SD	103	160	365	355	304	438	493
Median*	889	1,038	1,550	1,400	1,966	2,032	2,436

* To the nearest dollar.

The distributions are not symmetrical. For the one-room and graded elementary schools the dis-

TABLE III

DISTRIBUTION OF SALARIES OF WOMEN ACCORDING TO TYPE OF POSITION

SALARY	COUNTIES					SMALL CITIES				LARGE CITIES					
	One-Room	Primary	Intermediate	Grammar	High School	Primary	Intermediate	Grammar	High School	Kindergarten	Primary	Intermediate	Grammar	Junior High	Senior High
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
$3,600–3,699														1	7
3,500–3,599														1	2
3,400–3,499															6
3,300–3,399														1	21
3,200–3,299															12
3,100–3,199														4	17
3,000–3,099														1	19
2,900–2,999														3	4
2,800–2,899														1	40
2,700–2,799														12	36
2,600–2,699														29	42
2,500–2,599												1		105	43
2,400–2,499								1	2	6	9			96	81
2,300–2,399							1	13	10	33	47	1		78	88
2,200–2,299							1	1	3	21	11	3		80	58
2,100–2,199						5	2	13	4	31	22	3		73	50
2,000–2,099					1		1	24	5	90	96	2		60	49
1,900–1,999					1	1	2	30	10	49	59	49		34	37
1,800–1,899					2	14	17	4	41	12	111	109	16	108	32
1,700–1,799						18	30	17	34	3	87	80	34	105	32
1,600–1,699					4	45	39	16	43	1	65	49	27	88	27
1,500–1,599					13	89	80	22	45	5	82	66	13	29	18
1,400–1,499			1		26	47	45	32	68	12	90	49	9	64	11
1,300–1,399		1	1	1	55	80	71	32	41	8	64	43	15	72	2
1,200–1,299	17	41	30	22	42	96	110	48	48	17	69	35	6	17	
1,100–1,199	6	36	26	6	8	111	90	19	1	7	13	20	1	5	2
1,000–1,099	51	69	49	23	13	119	93	9			7	4	1	4	
900– 999	90	92	74	21	1	131	76	4		1	1	1			
800– 899	252	115	80	23		43	36	1			1	1			
Total	416	354	261	96	166	794	693	211	403	100	820	702	180	1,071	737
Mean*	$917	$993	$996	$1,035	$1,342	$1,236	$1,281	$1,413	$1,643	$1,688	$1,714	$1,774	$1,833	$2,012	$2,372
SD	102	135	137	149	166	257	270	246	290	406	320	325	234	427	474
Median	883	967	968	1,017	1,335	1,194	1,247	1,377	1,597	1,600	1,721	1,803	1,753	2,016	2,357

* To the nearest dollar.

tributions are heavy on the low side. The other distributions are decidedly irregular. This is probably due, in part, to the small number of cases in all but the senior high schools. Here the distributions are very irregular, with a peak at the $2,300 step and another at the $2,800 step. This distribution can hardly be said to approach closely a normal frequency distribution (see Figure 1).

By means of the formula for the standard error of sampling, that is,

$$\sigma_s = \sqrt{\frac{f\,(N-f)}{N}}$$

in which

f = the theoretical frequency at any point on the curve

and

N = the actual number of cases,

the standard error is found to equal 6 at the $2,300 step ($-.43\sigma$). At this point the actual frequency is 72 and the theoretical frequency, 39. The difference is 33, which is 5.5 times the standard error of sampling. A difference as great as three times the standard error is considered statistically significant. Applying the same technique to the $2,600 step σs is found to be 6.2; the theoretical frequency, 42; and the actual frequency, 14. Here the actual difference is 4.4 times the standard error and may be considered statistically significant. In other words, the variations from the normal curve cannot be considered as wholly due to errors in sampling.

Table III shows the same distribution for the women as Table II gives for the men. The women teachers have been further subdivided on the basis of the type of position to see whether the grade location made any marked difference in the salary. There are only two places where the grade position within the system makes much difference. One of these is between the intermediate and grammar grades of the smaller cities, where there is a noticeable tendency to pay the grammar-grade teachers higher salaries. Other data show, however, that these grammar-grade teachers have on the average about seven years more experience than have the primary- and intermediate-grade teachers. On this basis alone they might deserve even a greater salary differential than appears in the table. The other is between the kindergarten and the primary grades of the large cities. Again, this might be

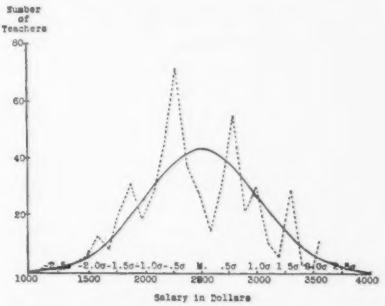

Figure 1. Salary distribution of men teachers in large-city high schools compared with normal frequency curve

accounted for on the basis of experience since the kindergarten teachers average about two and one-half years less experience than the other grade teachers. Strangely enough, the kindergarten group has the highest average training of any of the elementary groups, county or city.

On a salary basis the rural high-school teachers fall between the intermediate- and grammar-grade teachers of small cities, and the small-city high-school teachers fall between the kindergarten and primary groups in the large cities. Almost one-fourth, 24 percent, of the women teachers in

* To the nearest dollar.

the elementary schools of the small cities receive higher salaries than the highest paid women teachers in the rural elementary schools. Almost three-fourths, 74 percent, of the elementary teachers in large cities receive better salaries than the county elementary teachers. Thirteen percent of the rural high-school teachers, 61 percent of the high-school teachers in small cities, 85 percent of the teachers in large-city junior high schools, and 98 percent of the teachers in senior large-city high schools receive better salaries than the best paid teachers in rural elementary schools.

Forty-five percent of the junior high-school teachers, and 71 percent of the senior high-school teachers in large cities receive higher salaries than the best paid teachers in county high schools. Fifteen and 34 percent, respectively, exceed the best salaries of high-school teachers in small cities. Eighty-six percent of the elementary teachers in large cities receive better salaries than the median of rural high-school teachers in small cities. On the basis of salary, it is better to be a grade teacher in a large city than to be a high-school teacher in a rural or small-city high school.

Junior high-school teachers average somewhat higher than the highest grade group in large cities, and the senior high-school teachers average $250 a year higher than the junior high-school teachers. The type of position with respect to the kind of school makes a material difference in the salary received.

As with the men teachers, more than one-half, 61 percent, of the teachers of one-room schools are in the lowest salary step, $800 to $899. The whole range covers only five steps, which equals $500. Two more steps are added in the graded elementary schools, and the range is increased to twelve steps, $1,200, in the rural high schools. In the small-city high schools the range is only fourteen steps, but the minimum is higher, thus making for a higher maximum. The range for junior high schools in large cities is $2,500, and for senior high schools, $2,400. These ranges are double the maximum for one-room schools, and only about 2 percent of the junior high-school teachers receive less than this rural-school maximum.

Distributions for the rural-elementary and the small-city elementary schools are again heavy on the low side. When all elementary teachers in the large cities are combined in one group, the distribution is more symmetrical than for other groups.

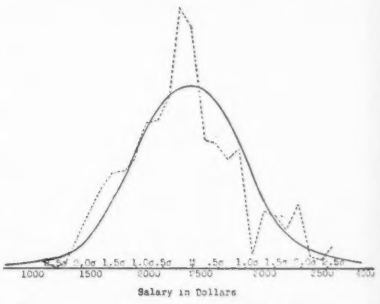

Figure 2. Salary distribution of women teachers in large-city high schools compared with normal frequency curve

The curve for the senior high-school teachers in large cities is shown in Figure 2. While the curve roughly resembles the normal curve of frequency, a check by the formula used for Figure 1 shows that the difference at $2,300 is a very real difference, and not due to an error in sampling. The standard deviations offer another group of comparisons. For the teachers in one-room schools the standard deviation is $102; and for those in high schools in the large

cities, $474, or four times as much. If we use twice the standard deviation as a range beyond which a salary may be considered unusual, then a salary of $1,119 in a one-room school is as distinctive for one-room schools as a salary of $3,320 in a large-city high school. Conversely, a salary of $1,424 is as poor comparatively as $713 would be in a one-room school. Other such comparisons may readily be made, but they are unnecessary as a part of this discussion.

A comparison of Tables II and III shows that outside of the one-room schools men teachers receive higher salaries than women in the same kind of school. The difference is not great in the graded elementary schools of the counties, only about $50, but it is nearly $300 in the high schools of the counties and small cities. The difference in favor of men in the junior high schools in large cities is only $74, but in the senior high schools it is $141, nearly twice as much. A distinct tendency exists to pay men higher salaries than women in the same type of school.

The standard deviations for men and for women are practically the same in the one-room schools. The men show slightly higher deviations in all of the high-school positions. The differences are not so great, however, in the junior and senior high schools of large cities. The distinctive lower and upper limits for salaries, that is, those marked off by twice the standard deviation, are: in rural high schools, men, $909 and $2,369, women, $1,006 and $1,678; in small-city high schools, men, $1,346 and $2,562, women, $1,063 and $2,223; in junior high schools in large cities, men, $1,210 and $2,952, women, $1,158 and $2,866; in large senior high schools, men, $1,527 and $3,499, women, $1,424 and $3,320. These figures emphasize the tendency to pay men higher salaries than women at almost every point in the various distributions.

The question naturally arises as to whether the differences between the salaries of the men and women teachers in the same kind of schools are significant. Does a difference of $74 between men and women teachers in junior high school mean anything? By means of the "standard error of the difference" technique we find that a difference of $74 is 2.56 times the standard error of the difference, 28.79. This means that the chances are 99 out of 100—9,896 out of 10,000—that this difference is real, or significant. For the senior high-school teachers the actual difference, $141, is almost exactly five times the standard error of the difference, 28.23. This means that it is almost a statistical certainty that men teachers will receive higher salaries than women teachers in the same school.

A study made by Groves in California shows that the men high-school teachers in that state receive higher salaries than the women, in spite of the fact that the state has had an equal-salary law since 1874.[1] The differences are $400 per year in small high schools, $268 per year in medium-sized high schools, and $110 in large high schools, all in favor of the men. The differences show a tendency to grow less with the growth in the size of the school.

Experience.—Experience is the largest single factor in its influence on salary, as is abundantly indicated by the coefficients of correlation given in Part II of this report. The distribution of experience and the means for the different types of school give some very definite indications of the length of tenure and the

[1] Groves, J. W. "Distribution of the Time of High School Teachers in California." 1923. Unpublished Doctor's dissertation, on file at the University of California.

general stability of the teaching groups. These distributions are given in Tables IV and V for men and women, respectively.

Experience alone is not enough to account for the differences in salary found in the different types of schools. The group with the highest average experience is also the most stable group in its distribution and commands the highest salary—the better salary probably determines to some degree the stability. Most of the other groups are decidedly heavier in the earlier years of experience, and the averages are raised by a few old-timers. The median for the men in one-room schools is 5.8 years of experience, and the average is 9.2. Thirty-three, or 19 percent, of these teachers have taught more than twenty years, and the present average salary for the entire group is $912 per year. Almost one-third of the men in the rural high schools are teaching their first year. The median for this group is 2.4 years of experience, against an average of 6 years. The median for senior high-school teachers in large cities approaches the mean more nearly than that for any other group—median, 11.7, mean, 13.4—but here also the group with long experience raises the average quite noticeably. The evidence here shows that the type of position and other factors are more important in determining salary than mere experience, and that within the position itself, experience is a controlling factor.

TABLE IV

MEAN AND MEDIAN EXPERIENCE OF MEN TEACHERS ACCORDING TO TYPE OF POSITION

	Total Number	Mean (Years)	Median (Years)	Mean Salary
(1)	(2)	(3)	(4)	(5)
Counties:				
One-room	172	9.2	5.8	$ 912
Elementary	73	9.7	6.2	1,053
High school	74	6.0	2.4	1,639
Small Cities:				
Elementary	72	11.5	7.1	1,439
High school	231	8.2	5.3	1,954
Large Cities:				
Junior high	291	7.5	5.6	2,086
Senior high	523	13.6	11.7	2,513

TABLE V

MEAN AND MEDIAN EXPERIENCE OF WOMEN TEACHERS ACCORDING TO TYPE OF POSITION

	Total Number	Mean (Years)	Median (Years)	Mean Salary
(1)	(2)	(3)	(4)	(5)
Counties:				
One-room	416	4.6	1.5	$ 917
Primary	342	6.0	3.1	993
Intermediate	260	6.3	3.9	996
Grammar	96	10.5	6.4	1,035
High school	166	3.2	2.3	1,342
Small Cities:				
Primary	794	10.1	6.0	1,236
Intermediate	693	11.2	7.7	1,281
Grammar	211	18.9	16.4	1,413
High school	403	8.0	5.4	1,643
Large Cities:				
Kindergarten	100	9.3	6.4	1,688
Primary	820	10.9	8.5	1,714
Intermediate	702	12.3	9.6	1,774
Grammar	180	15.1	13.0	1,833
Junior high	1,074	12.7	10.3	2,012
Senior high	737	14.0	12.5	2,372

Table V gives the experience distribution for women teachers. Here again the women teachers are further divided into primary, intermediate, and grammar groups for comparative purposes. The women seem to show a somewhat stronger tendency to persist in a given type of school than the men, especially outside of the rural schools. In the one-room schools more than one-half of the women teachers have had less than two years of experience, although the mean is 4.6 years. The condition is only slightly better in the rural high schools. Observations

tell us that the one-room school is used as a stepping-stone to the graded elementary schools, and that the rural high school is used as a training ground for the high schools of the small and large cities.

Experience is again an important factor within the group, but it is not the determining factor from position to position. The women who receive the highest annual salary in high schools in the large cities have less a one-room rural to a graded elementary school, or from the elementary grades to junior or senior high school, and so on.

Tables VI and VII give the training distribution of men and women teachers, respectively. It is probably just as well to treat the two tables together. Position for position, considering the medians, the women show more training than the men in all but two types of schools, the

TABLE VI

TRAINING OF MEN TEACHERS ACCORDING TO TYPE OF POSITION

	Counties			Small Cities		Large Cities	
	One-Room	Graded Elementary	High School	Elementary	High School	Junior High School	Senior High School
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
8.0–8.9	.....	.....	.....	.....	.....	8	8
7.0–7.9	.....	.....	.....	.....	.....	6	16
6.0–6.9	.....	.....	1	1	5	9	35
5.0–5.9	.....	.....	6	3	39	29	118
4.0–4.9	4	.....	50	5	157	100	237
3.0–3.9	1	2	5	3	13	35	23
2.0–2.9	16	10	4	26	12	50	41
1.0–1.9	86	40	2	23	2	24	21
0–0.9	56	16	4	10	5	25	33
Total	163	68	72	71	233	286	532
Mean (years)	1.3	1.5	4.1	2.3	4.4	3.8	4.4
Median (years)	1.3	1.5	4.4	2.1	4.5	4.1	4.6
Mean salary	$912	$1,053	$1,639	$1,439	$1,954	$2,086	$2,513

average experience than the grammar-grade teachers in small and large cities. The women in the grammar grades of the small cities have the highest average experience, 18.9 years. The woman teacher who sticks to the job and proves strong in discipline will be promoted to the higher grades with a somewhat larger salary.

Training.—Training does not seem to be a very important factor in bringing an increase in salary if the teacher is not promoted to some other type of position, that is, from small-city elementary, and the rural high school. The means are not so decisive in favor of the women, for their training exceeds that of the men only slightly in four cases out of the seven. The difference is not very great in most cases, but it indicates a tendency. The weighted mean is used, and this tends to exaggerate training somewhat since most of the individuals in the two- and four-year groups have exactly two or four years of training. Coefficients of correlation, which are pre-

sented in Part II, show that in one group the older, more experienced men tend to continue their training whereas the women do not.

The progression of training is very marked, especially in the case of the women. Each type of position shows a higher average training than the previous, with the exception of the kindergarteners. The salary table shows much the same progression. Some of the increase in salary from one type of position to another is probably due to the higher training requirements. One would like to believe that this is so, at any rate.

The rural schools are satisfied with a minimum of training; the larger cities seem to require two years of training for elementary teachers, and most of them have more than the minimum. The high-school teachers are presumably required to have at least four years of training, and yet the averages for the men high-school teachers in the counties and small cities are slightly below the four-year minimum. The averages for both men and women in the large cities show a commendable interest in training beyond the established minimum. The increase in training may mean a tendency toward the requirement of a Master's degree or its equivalent, as in California, for high-school teaching. Even here there are still a few teachers, more men than women, who have no training above high school.

TABLE VII

TRAINING OF WOMEN TEACHERS ACCORDING TO TYPE OF POSITION

	Counties			Small Cities		Large Cities			
	One-Room	Graded Elementary	High School	Elementary	High School	Kindergarten	Elementary	Junior High	Senior High
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
8.0–8.9	.....	.....	.....	.....	.....	.....	.....	11	3
7.0–7.9	.....	.....	.....	.....	.....	.....	3	6	10
6.0–6.9	.....	.....	.....	5	4	5	18	24	45
5.0–5.9	.....	2	14	8	55	3	74	120	198
4.0–4.9	3	10	107	63	319	10	135	507	385
3.0–3.9	6	11	6	56	13	26	140	136	38
2.0–2.9	27	117	29	492	16	56	972	172	41
1.0–1.9	316	474	11	691	4	1	245	68	15
0–0.9	64	97	.....	379	4	2	92	30	8
Total	416	711	167	1,704	415	103	1,679	1,074	743
Mean (years)	1.5	1.6	4.0	1.8	4.0	3.2	2.7	4.0	4.8
Median(years)	1.5	1.6	4.4	1.7	4.9	2.9	2.5	4.3	4.7
Mean salary	$917	$950	$1,342	$1,276	$1,643	$1,688	$1,741	$2,012	$2,372

Tables VI and VII show a fact noted at the beginning of Part I of this report; that is, a definite positive correlation exists between training and salary when teachers as a whole are considered, but the correlation is not so noticeable within any given type of position.

Teaching load.—The evidence in the first part of the study indicated that there was no direct relationship between actual salary and teaching load. The facts concerning teaching load are given in Table VIII for both men and women teachers in junior

and senior high schools. Elementary teachers are not included for there was no way to determine their teaching load from the data at hand. Teaching load is measured in terms of pupil-clock-hours per week, or the number of actual clock-hours of instruction in terms of one pupil. An example will serve to make clear the method used. Teacher A has, let us say, the following 45-minute classes:

Geometry X-B.....18 pupils, 5 times per week
Geometry X-A.....20 pupils, 5 times per week
Algebra IX-A.....30 pupils, 5 times per week
Algebra IX-B.....27 pupils, 5 times per week
Algebra XI.....17 pupils, 5 times per week

This teacher has, then, 18 x 5 plus 20 x 5 plus 30 x 5 plus 27 x 5 plus 17 x 5 or 560 pupil-periods per week. Each period is, however, only three-fourths of a clock hour, so the number of pupil-clock-hours in this case is three-fourths of 560, or 420 pupil-clock-hours per week. Teaching load throughout this discussion means pupil-clock-hours per week.

As previously reported, the men receive higher salaries than the women in the same type of position. This cannot be justified on the basis of experience or training, and Table VIII indicates that it cannot be altogether justified on the basis of teaching load. In the rural high schools, the women carry a slightly heavier load than the men; in the high schools of the small cities the teaching load is the same for both men and women; and in the senior high schools of the large cities the men have a heavier teaching load and show a greater variability of load. The women are more variable in the smaller cities. In the junior high schools, the women carry a considerably heavier teaching load than the men. As might be expected, the total range of teaching load for men and women in the rural high schools is not so extreme as that for the other types of schools; the upper range is 700-49, as against more than 1,200 pupil-clock-hours for the junior and senior high schools in large cities. The smaller enrollment and correspondingly smaller classes account for the seemingly light teaching load of the rural high-school teachers. In nearly every case they teach more different subjects, and hence have more preparations to make, than do the city teachers. More will be said about the relation of teaching load to subjects taught in Part III of the report.

TABLE VIII

TEACHING LOAD OF MEN AND WOMEN TEACHERS BY TYPE OF SCHOOL

PUPIL-CLOCK-HOURS	RURAL HIGH SCHOOL	SMALL-CITY HIGH SCHOOL	LARGE CITIES	
			Junior High School	Senior High School
(1)	(2)	(3)	(4)	(5)
	Men			
Total	58	225	290	513
Mean	341	481	563	578
SD	136	132	215	200
Median load	265	481	558	545
Mean salary	$1,635	$1,954	$2,078	$2,516
	Women			
Total	134	400	1,074	731
Mean	368	482	629	528
SD	128	159	222	171
Median load	348	481	609	505
Mean salary	$1,342	$1,643	$2,016	$2,369

The comparisons thus far seem to indicate that men are paid higher salaries largely because they are men. The women show more experience, as much or more training, and carry practically the same teaching load. The economic law of supply and demand offers the most plausible explanation for the salary differences.

PART II. REGRESSION EQUATIONS

Two general observations should be made before going into the detailed statistical presentation. In the first place, it is a well-known fact that experience is the basis for most salary schedules. In the second place, there is some tendency to consider training, but in only one of the groups studied does a year of training have as much weight as a year of experience.

If one takes an unselected group of teachers representing all types of teaching positions from the rural school to the large-city high school, he finds a fairly high correlation, .54, between salary and training. This works out to mean that a year of training is the equivalent of about $180. This is little enough, as any one well knows, and yet it is more than any one selected group will show. Increase in salary is reflected more in a change in type of position than in an increase in salary in the same type of position. The change in type of position tends to obscure the fact that some of the difference in salary is allowed because of an increase in the amount of training demanded. A comparison of the mean salaries with the mean training of the different groups emphasizes this fact.

In this part of the study, correlation coefficients and regressions will be presented for the following groups of teachers: men in the elementary grades, women in the elementary grades, men and women in the high schools of the counties and small cities, men and women teachers in the junior high schools of large cities, and men and women teachers in senior high schools of large cities. Throughout the discussion r will stand for the coefficient of correlation, and b for the coefficient of regression. These will be represented with various subscripts to indicate the variables under consideration. Salary will be represented by "1," experience by "2," training by "3," and teaching load by "4." Accordingly, r_{12} will mean the coefficient of correlation between salary and experience, r_{13} will mean the coefficient of correlation between salary and training, and so on.

The regressions have been treated as straight-line regressions, although

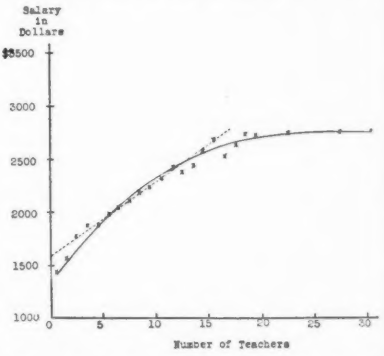

Figure 3. The non-linear relationship of salary and experience for women high-school teachers in large cities

some of them are obviously nonlinear. This is especially true of the relation between salary and experience. For all groups except the rural schools, the line rises rapidly for a period varying from ten years in the small cities to seventeen years in the large cities. The line then abruptly flattens out to nearly a dead level.

The character of the line showing the relationship between salary and experience is shown in Figure 3 for the women teachers in the high schools of large cities. The correlation

ratio is .73, while r is .62. Using the formula $\zeta = \eta^2 - r^2$, ζ is found to be .15. $PE_\zeta = .03$. ζ is five times the PE. This is considered statistical proof that the relationship is non-linear. If the table is cut off at seventeen years then η becomes .68, and r also becomes .68. Because η and r are practically identical (differing only in the third decimal place) no violence is done to the facts if we use the straight-line method for this part of the tables.

TABLE IX

COEFFICIENTS OF CORRELATION FOR ELEMENTARY MEN TEACHERS

	NUMBER OF TEACHERS	SALARY AND EXPERIENCE		SALARY AND TRAINING	
		r	PE	r	PE
(1)	(2)	(3)	(4)	(5)	(6)
Counties:					
One-room	172	.02	.05	.00	.05
Elementary	73	.31	.07	.03	.08
Small Cities:					
Elementary	72	.35	.07	.26	.08
Large Cities:					
Elementary	42	.64	.06	—.36	.09
Special	34	.65	.07	—.24	.11

Certain contingencies, such as small numbers of cases, very low correlations, slight salary differentials, and so on, were operative in the tables for the elementary grades and for the county high schools. Tables up to twelve years were constructed for the junior high schools in large cities, and up to seventeen years for the senior high schools. The complete tables were also used and regressions computed in order to show a more nearly complete statistical picture of the actual conditions. Table IX shows for men teachers in the elementary schools the relations between salary and experience and salary and training.

It is evident that there is no relationship between salary and either experience or training for the men in the one-room rural schools. There is a slight but noticeable correlation between salary and experience in the graded elementary schools, but still no correlation between salary and training. A regression equation means nothing in such a case. The maximum salary is only $1,400, and of the 73 men in the rural schools, 56, or 77 percent, have less than one year of training. Most of these teachers have had experience—only 14 of them, or 19 percent, are beginners.

In the small cities there is a positive correlation between salary and both experience and training for the men. If only the first ten years of experience are considered, then r_{12}, where 1 represents salary and 2 represents experience, is .55. In this case, b_{12} or $r\frac{\sigma_1}{\sigma_2}$ becomes 71.55. This is equivalent to saying that each year of experience is worth $71.55 for the first ten years. There seems to be some tendency to reward training in the smaller cities, although the tendency is not very pronounced and may be obscured by other factors.

In the large cities, and for the few men in the elementary grades—either as regular or as special teachers—there is a high positive correlation between salary and experience. In both cases, however, the correlation between salary and training is rather significantly negative. In other words, the older teachers succeed in securing higher salaries in spite of their lack of training. On the other hand, the younger teachers have to have slightly more training in order to get into the schools and thus receive even the minimum salary.

If r_{12} is taken for the first fifteen years for the 42 regular elementary

men teachers in the large cities, it becomes .71 ± .04. For the same group b_{12} = 88.50. This means that for each year of variation from the mean experience of the group, 4.06 years, there will probably be a corresponding deviation of $88.50 from the mean salary of the group, $1,647. For the special men teachers, r_{12} for the first fifteen years drops to .41 ± .10. This can be explained by the fact that the group is too small to be representative, since there are only 34 cases in all.

TABLE X

COEFFICIENTS OF CORRELATION FOR ELEMENTARY WOMEN TEACHERS

	Number of Teachers	Salary and Experience		Salary and Training	
		r	*PE*	*r*	*PE*
(1)	(2)	(3)	(4)	(5)	(6)
Counties:					
Rural one-room	416	.27	.03	.08	.03
Primary	342	.34	.03	.20	.03
Intermediate	260	.34	.04	.13	.04
Grammar	96	.22	.07	—.09	.07
Small Cities:					
Primary	794	.56	.02	—.04	.02
Intermediate	693	.52	.02	.09	.03
Grammar	211	.27	.04	.14	.05
Special	40	.34	.09	.06	.10
Large Cities:					
Kindergarten	100	.80	.02	—.03	.07
Primary	820	.64	.01	—.01	.02
Intermediate	702	.66	.01	—.06	.03
Grammar	180	.62	.03	—.10	.05
Special	117	.70	.03	.08	.06

Tables X and XI give similar data for the elementary women teachers. They have been divided into more groups, however, to see whether there is any tendency to pay some grade groups higher than others. A casual inspection of these tables reveals two things: first, the coefficients between salary and experience tend to increase from the counties to the large cities; and, second, the coefficients between salary and training are so small that it is doubtful whether any real correlation exists between the two in any case. There is a tendency for the slightly negative coefficients to become somewhat positive when the teachers with less than fifteen years of experience are taken (see Table XI). In other words, the older teachers have somewhat less training than the younger teachers.

TABLE XI

COEFFICIENTS OF CORRELATION FOR ELEMENTARY WOMEN TEACHERS DURING THE FIRST TEN AND FIRST FIFTEEN YEARS

	Number of Teachers	Salary and Experience	
		r	*PE*
(1)	(2)	(3)	(4)
	One to Ten Years Experience		
Counties:			
One-room	416	.44	.03
Primary	342	.47	.03
Intermediate	260	.43	.04
Grammar	96	.61	.06
Small Cities:			
Primary	794	.62	.02
Intermediate	693	.61	.02
Grammar	211	.25	.08
Special	40	.....	.....
	One to Fifteen Years Experience		
Large Cities:			
Kindergarten	100	.89	.02
Primary	820	.79	.01
Intermediate	702	.79	.01
Grammar	180	.51	.03
Special	117	.79	.03

The tendency of the regression line to rise rapidly the first ten or fifteen years and then to flatten out is shown by the increase in the correlation when computed for these groups. This is easily observable by comparing Columns 3 and 4 of Table X with Columns 3 and 4 of Table XI. In the case of the grammar-grade teachers in the small and the large cities,

the correlation is decreased when the part group is considered. In the smaller cities, two-thirds of the grammar-grade teachers have had more than ten years of experience, and in the larger cities, more than half the group have had more than fifteen years of experience. There is a tendency to promote the older and more experienced teachers to the grammar grades, and to increase the salary accordingly.

It is evident that the teachers in the larger cities are given salary increases according to experience. The high correlations between salary and experience, the fact that these increase so markedly for most of the groups when the first fifteen years are taken, and the very low correlations between salary and training indicate that experience is the important factor. Other factors not covered by this study must affect the salary, or the correlations would be even higher.

The highest correlation between salary and experience is .89 ± .02 for the kindergarten teachers in large cities (see Table XI). The lowest is .22 ± .07 which is given in Table X for the grammar-grade teachers in county schools. One might guess that these teachers are paid more for their strength in discipline than for experience or training.

As has already been stated, the evidence of correlation between salary and training is almost entirely lacking. The coefficients vary from −.10 ± .05 through 0 to .20 ± .03. Of the thirteen correlations, ten are less than one-tenth above or below 0, and the probable errors are comparatively high.

The regression coefficients, *b*-values, are given in Table XII together with the mean salaries and the mean experience of the various groups. The reader should bear in mind that these values and means are for the teachers with from one to ten years of experience in the county schools and small cities, and for those with from one to fifteen years of experience in the large cities. The *b*-value is the important item in this table. As previously explained, it is the probable change from the mean salary that will accompany a change of one unit from the mean experience. These values vary from $18.37 for the one-room schools to $73.14 for the kindergarten teachers in large cities. The tendency in both the one-room and graded county schools is to pay very little for either training or experience, and both are kept near the minimum. One hundred seventy-six, or 48 percent, of the 366 teachers of one-room schools in the ten-year group are teaching their first year. More will

TABLE XII

REGRESSION COEFFICIENTS AND MEANS OF SALARY AND EXPERIENCE FOR ELEMENTARY WOMEN TEACHERS

	Number of Teachers	Mean Salary	Mean Experience (Years)	*b*-Value
(1)	(2)	(3)	(4)	(5)
	One to Ten Years Experience			
Counties:				
One-room	366	$ 908	2.15	18.37
Primary	273	967	2.85	23.90
Intermediate	209	979	3.43	21.39
Grammar	59	1,013	3.96	32.23
Small Cities:				
Primary	525	1,136	3.63	50.27
Intermediate	422	1,174	4.36	50.24
Grammar	70	1,317	5.6	21.51
	One to Fifteen Years Experience			
Large Cities:				
Kindergarten	67	1,571	5.89	73.14
Primary	463	1,556	5.67	55.33
Intermediate	398	1,625	6.99	49.56
Grammar	86	1,730	8.34	29.15
Special	62	1,681	6.84	52.88

be said about experience later, but certainly the promotional trend is away from the one-room school. Small wonder, when the maximum salary in the one-room and county graded elementary schools is only $1,200 per year (in many schools only $1,000), and it takes from five to fifteen years to reach the maximum.

The situation is somewhat better in the smaller cities, although the minimum salary for some is still $800 a year. The maximum is raised to $1,800 in some of the cities. If a teacher sticks to the job, basing our calculations on the *b*-values in Table XII, she will reach $1,200 in five years, $1,400 in ten years, and the maximum in fifteen years.

The teacher in the larger cities begins at $1,100 as a minimum. She advances to $1,500 in five years, to about $1,800 in ten years, and to the maximum before fifteen years. This discussion assumes, of course, that experience is the important operative factor. Other factors undoubtedly contribute to advance or retard the rate of progress.

The correlations in Table XIII are presented largely as a matter of interest. There is a positive correlation between salary and experience which increases markedly for the small cities when the group with one to fifteen years of experience is considered. The tendency is for the salaries to rise most during the earlier years. A definite positive correlation is found for salary and training in the county high schools, but this disappears in the small-city high schools. It seems that the county schools actually value training enough to reward it in a small measure.

The only evident fact on teaching load is that the higher salaried men evidently have somewhat lighter loads than do the lower salaried men. In both groups the coefficient is slightly negative. No correlation seems apparent between salary and teaching load for the women teachers. Whether these correlations mean that the men actually teach fewer classes and accept other responsibilities in place of the lightened teaching load, or whether they take the more advanced

TABLE XIII

COEFFICIENTS OF CORRELATION FOR HIGH-SCHOOL TEACHERS IN COUNTIES AND SMALL CITIES

	Number of Teachers	Coefficient of Correlation	Probable Error
(1)	(2)	(3)	(4)
	Salary—Experience		
Counties:			
Men teachers...	74	.36	.07
Women teachers	166	.28	.05
Small Cities:			
Men teachers....	231	.45	.04
Women teachers	401	.46	.03
	Salary—Training		
Counties:			
Men teachers....	74	.27	.08
Women teachers	166	.36	.05
Small Cities:			
Men teachers....	231	—.00	.04
Women teachers	401	.07	.03
	Salary—Teaching Load		
Counties:			
Men teachers....	74	—.15	.09
Women teachers	166	—.06	.06
Small Cities:			
Men teachers....	231	—.20	.04
Women teachers	401	.06	.03
	Salary—Experience (One to Fifteen Years)		
Counties:			
Men teachers....	.....	.....	.....
Women teachers	.....	.....	.....
Small Cities:			
Men teachers....	231	.56	.....
Women teachers	401	.58	.....

classes which are smaller, the data do not show. Either of these possibilities might explain the negative correlation between salary and teaching load if it needs to be explained. The large *PE*'s in all of these coefficients indicate that it is not altogether safe to draw any dogmatic conclusions from them. No regression equations were drawn for these groups because of the relatively low numbers in the rural high schools and the relatively low coefficients in all cases.

TABLE XIV

CORRELATIONS BETWEEN SALARY, EXPERIENCE (ONE TO TWELVE YEARS), TRAINING, AND TEACHING LOAD FOR MEN AND WOMEN TEACHERS IN THE JUNIOR HIGH SCHOOLS OF LARGE CITIES

Men—	*PE*	
$r_{12} = .65$	.03	$M_1 = \$1{,}952$
$r_{13} = -.16$	.05	$M_2 = 4.29$ years
$r_{14} = -.15$	.05	$M_3 = 3.83$ years
$r_{23} = .05$	.05	$M_4 = 605$ pupil clock-hours
$r_{24} = .05$	.05	
$r_{34} = .02$	.05	$N = 194$
$\sigma_1 = \$396$		
$\sigma_2 = 2.86$ years		
$\sigma_3 = 1.72$ years		
$\sigma_4 = 219$ pupil-clock hours		

Women—	*PE*	
$r_{12} = .75$	.01	$M_1 = \$1{,}726$
$r_{13} = .05$	.03	$M_2 = 5.38$ years
$r_{14} = -.00$	.03	$M_3 = 4.56$ years
$r_{23} = -.05$	.03	$M_4 = 652$ pupil-clock hours
$r_{24} = .04$	.03	
$r_{34} = -.09$	.03	$N = 524$
$\sigma_1 = \$311$		
$\sigma_2 = 3.00$ years		
$\sigma_3 = .95$ years		
$\sigma_4 = 221$ pupil-clock-hours		

TABLE XV

CORRELATIONS FOR TABLE XIV CORRECTED BY THE PARTIALING-OUT PROCESS

Men—		
$r_{12.34} = .686$	$\sigma_{1.234} = 281$	$b_{12.34} = 92.68$
$r_{13.24} = -.258$	$\sigma_{2.134} = 2.08$	$b_{13.24} = -43.67$
$r_{14.23} = -.246$	$\sigma_{3.124} = 1.66$	$b_{14.23} = -.326$
$R_{1(234)} = .705$	$\sigma_{4.123} = 212$	$PE_{(\text{est. } X_1)} = 190$

Women—		
$r_{12.34} = .753$	$\sigma_{1.234} = 204.5$	$b_{12.34} = 78.17$
$r_{13.24} = +.125$	$\sigma_{2.134} = 1.97$	$b_{13.24} = 27.19$
$r_{14.23} = -.04$	$\sigma_{3.124} = .94$	$b_{14.23} = -.036$
$R_{1(234)} = .753$	$\sigma_{4.123} = 220$	$PE_{(\text{est. } X_1)} = 138$

NOTE.—1 represents salary; 2, experience; 3, training; and 4, teaching load in pupil-clock-hours.

As indicated previously, two sets of tables were made for the junior high schools, one including teachers with experience up to twelve years and the other including all teachers. Table XIV gives the correlations for the group having up to twelve years of experience.

By the partial correlation method the influences of each of two of the four factors were partialed out, giving the correlations between salary and experience with training and teaching load constant; between salary and training with experience and teaching load constant; and between salary and teaching load with experience and training constant. These are indicated in the conventional statistical way as $r_{12.34}$, $r_{13.24}$, and $r_{14.23}$. The corresponding standard deviations and *b*-values were also determined.

The correlations are all slightly raised by this partialing process (see Table XV). Experience is easily the dominant factor in determining salary. The correlation between salary and training is found to be somewhat negative for the men and slightly positive for the women. The correlation between salary and teaching load is also negative for the men. The more highly paid junior high-school men tend to have less training and a lighter teaching load. A very slight negative correlation also exists between salary and teaching load for the women teachers.

The regression equation for junior high-school men becomes:

$$X_1 = 92.68X_2 - 43.67X_3 - .326X_4 + \$1{,}919.$$

An example will best show how the equation works.

Take a teacher who has 3 years of experience, 3 years of training, and is carrying a teaching load of 840 pupil-clock-hours. How much salary should he receive? Substituting the values in the formula:

$X_1 = 92.68 \times 3 - 43.67 \times 3 - .326 \times 840 + \$1{,}919$

$X_1 = \$1{,}794.$

The salary actually received by this teacher was $1,755. The inexperienced male teacher who has had the required four years of training and is carrying an average teaching load may thus from this formula expect a salary of about $1,550 ($1,547).

The corresponding equation for women is:

$X_1 = 78.17X_2 + 27.19X_3 - .036X_4 + \$1{,}204.$

This equation rewards training slightly while still penalizing teaching load. The first teacher's record card that turns up shows two years of experience, four years of training, and a teaching load of 915 pupil hours. She is actually receiving a salary of $1,485. According to the formula, she would receive $1,436. The $PE_{(est.X)}$ is $138 for this equation.

It should be remembered that these two sample equations are valid for experience up to twelve years only. If the experience is greater than twelve years, then the equations which follow should be used.

The correlations for all the junior high-school teachers in large cities are given in Table XVI. These correlations are similar in magnitude to those found for the elementary teachers and for the high-school groups already given. A fairly large positive correlation exists between salary and experience for both men and women. The correlations between salary and training are both slightly negative, and that for the women is larger than that for the men. The higher salaried women have the least training as have the women with the most experience; while the men with the most experience have the most training. This indicates a greater tendency on the part of the men to get more training

TABLE XVI

CORRELATIONS BETWEEN SALARY, EXPERIENCE (ALL), TRAINING, AND TEACHING LOAD FOR MEN AND WOMEN TEACHERS IN THE JUNIOR HIGH SCHOOLS OF LARGE CITIES

Men—	PE	
$r_{12} = .53$	.03	$M_1 = \$2{,}083$
$r_{13} = -.10$	.04	$M_2 = 7.48$ years
$r_{14} = -.08$	.04	$M_3 = 3.77$ years
$r_{23} = .13$	.04	$M_4 = 563$ pupil-clock-hours
$r_{24} = -.04$	.04	
$r_{34} = .01$	.04	$N = 290$

$\sigma_1 = \$438$
$\sigma_2 = 7.00$ years
$\sigma_3 = 1.84$ years
$\sigma_4 = 215$ pupil-clock-hours

Women—	PE	
$r_{12} = .50$	.02	$M_1 = \$2{,}016$
$r_{13} = -.23$	.02	$M_2 = 12.70$ years
$r_{14} = .07$	.02	$M_3 = 3.94$ years
$r_{23} = -.43$	.02	$M_4 = 633$ pupil-clock-hours
$r_{24} = .12$	.02	
$r_{34} = -.10$	.02	$N = 1{,}074$

$\sigma_1 = \$426$
$\sigma_2 = 10.17$ years
$\sigma_3 = 1.35$ years
$\sigma_4 = 226$ pupil-clock-hours

TABLE XVII

CORRELATIONS OF TABLE XVI CORRECTED BY THE PARTIALING-OUT PROCESS

Men—		
$r_{12.34} = .551$	$\sigma_{1.234} = 364$	$b_{12.34} = 34.63$
$r_{13.24} = -.204$	$\sigma_{2.134} = 5.79$	$b_{13.24} = -42.08$
$r_{14.23} = -.121$	$\sigma_{3.124} = 1.77$	$b_{14.23} = -.206$
$R_{1\,(234)} = .556$	$\sigma_{4.123} = 213$	$PE_{(est.\ X_1)} = 245$
Women—		
$r_{12.34} = .461$	$\sigma_{1.234} = 368$	$b_{12.34} = 20.87$
$r_{13.24} = -.009$	$\sigma_{2.134} = 8.13$	$b_{13.24} = -2.71$
$r_{14.23} = .009$	$\sigma_{3.124} = 1.22$	$b_{14.23} = .015$
$R_{1(234)} = .595$	$\sigma_{4.123} = 224$	$PE_{(est.\ X_1)} = 248$

NOTE.—1 represents salary; 2, experience; 3, training; and 4, teaching load in pupil-clock-hours.

as they go along. The correlations between salary and teaching load are so small as to be almost negligible.

TABLE XVIII

CORRELATIONS FOR MEN AND WOMEN TEACHERS IN SENIOR HIGH SCHOOLS OF LARGE CITIES, ONE TO SEVENTEEN YEARS EXPERIENCE

Men—	*PE*	
$r_{12} = .57$	.03	$M_1 = \$2{,}343$
$r_{13} = -.01$	.04	$M_2 = 8.1$ years
$r_{14} = .09$	.04	$M_3 = 4.46$ years
$r_{23} = .06$	.04	$M_4 = 568$ pupil-clock-hours
$r_{24} = -.09$	.04	
$r_{34} = -.08$	.04	$N = 308$

$\sigma_1 = \$420$
$\sigma_2 = 4.27$ years
$\sigma_3 = 1.56$ years
$\sigma_4 = 212$ pupil-clock-hours

Women—	*PE*	
$r_{12} = .68$	.02	$M_1 = \$2{,}189$
$r_{13} = .08$	.03	$M_2 = 8.87$ years
$r_{14} = -.01$	.03	$M_3 = 4.71$ years
$r_{23} = -.10$	.03	$M_4 = 539$ pupil-clock-hours
$r_{24} = -.03$	.03	
$r_{34} = -.09$	.03	$N = 472$

$\sigma_1 = \$410$
$\sigma_2 = 4.26$ years
$\sigma_3 = 1.07$ years
$\sigma_4 = 182$ pupil-clock-hours

TABLE XIX

DATA OF TABLE XVIII CORRECTED BY PARTIALING-OUT PROCESS

Men—		
$r_{12.34} = .584$	$\sigma_{1.234} = 339.3$	$b_{12.34} = 57.38$
$r_{13.24} = -.066$	$\sigma_{2.134} = 3.45$	$b_{13.24} = -14.43$
$r_{14.23} = .175$	$\sigma_{3.124} = 1.55$	$b_{14.23} = .29$
$R_{1(234)} = .589$	$\sigma_{4.123} = 207$	$PE_{(\text{est.}X_1)} = 229$

Women—		
$r_{12.34} = .696$	$\sigma_{1.234} = 293$	$b_{12.34} = 67.11$
$r_{13.24} = .203$	$\sigma_{2.134} = 3.04$	$b_{13.24} = 57.21$
$r_{14.23} = .043$	$\sigma_{3.124} = 1.04$	$b_{14.23} = .07$
$R_{1(234)} = .699$	$\sigma_{4.123} = 181$	$PE_{(\text{est.}X_1)} = 198$

NOTE.—1 represents salary; 2, experience; 3, training; and 4, teaching load in pupil-clock-hours.

A slight tendency is shown, however, for the more experienced and more highly paid men to carry slightly lighter teaching loads, while the women tend to carry slightly heavier teaching loads. In neither case is the tendency strong enough to be of any great importance.

Table XVII gives the necessary data for constructing the regression equation. When the other factors are held constant, the correlations between salary and experience are raised for the men. The correlation between salary and training becomes more markedly negative, and the coefficient between salary and teaching load becomes slightly larger negatively. For the women, the correlation between salary and experience slightly decreases while those between salary and training and salary and teaching load become virtually zero.

In score form, this regression equation is:

$$X_1 = 34.63X_2 - 42.08X_3 - .206X_4 + \$2{,}098$$
$$PE_{\text{est.}X_1} = 245.$$

In this equation, training is penalized at a higher rate than experience is rewarded.

The score form for women teachers in junior high schools becomes:

$$X_1 = 20.87X_2 - 2.71X_3 + .015X_4 + \$1{,}750$$
$$PE_{\text{est.}X_1} = \$248.$$

In this equation, training is penalized, and teaching load rewarded only slightly.

The salaries of high-school teachers continue to rise rather rapidly for a period of seventeen years. Table XVIII gives the correlations, sigmas, and means for these seventeen-year groups. Here again only the correlations between salary and experience are of significance. All other correlations are so small as to seem almost negligible; yet, when corrections are made by the partialing-out process, the correlation between salary and training becomes significant for the regression equation.

The regression equation for men using the coefficients given in Table XIX is:

$X_1 = 57.38X_2 - 14.43X_3 + .29X_4 + \$1{,}778$
$PE_{\text{est}.X_1} = \$229.$

For the women high-school teachers, the equation is:

$X_1 = 67.11X_2 + 57.21X_3 + .07X_4 + \$1{,}282$
$PE_{\text{est}.X_1} = \$198.$

In these equations, as in those for the junior high school, experience is found to be the factor of greatest weight. In the last equation, training actually receives positive consideration almost equal to that accorded experience. Other factors than training and teaching load seem to operate in determining the salaries of men.

In order to make a more complete picture of conditions in the high schools, the data were tabulated for the men teachers of science and mathematics and for the women teachers of English. The figures are presented in Table XX. The correlation between salary and experience is higher for the men in this group than for the group with one to seventeen years of experience. The coefficient for the women is decidedly lower than for this group. Men's salaries seem to continue to increase with experience. The only other coefficients worthy of notice are those of $-.20$, between salary and teaching load, and $-.17$, between experience and teaching load. In the senior high schools, the more experienced and best-paid women teachers evidently have a slightly lighter teaching load. There is no evidence of any correlation between either salary or experience and teaching load.

The data in Table XXI are derived by the partial correlation method from the figures in Table XX. There is practically no change in the coefficients between salary and experience. The only other correlation worthy of comment is $-.14$ between salary and teaching load for the women when experience and training are held constant. This corroborates the previous tendency noted, that of having the

TABLE XX

CORRELATIONS BETWEEN SALARY, TRAINING, EXPERIENCE, AND TEACHING LOAD FOR MEN AND WOMEN TEACHERS IN LARGE-CITY HIGH SCHOOLS

Men—

$r_{12} = .60$	$M_1 = \$2{,}615$
$r_{13} = .10$	$M_2 = 16.40$ years
$r_{14} = .00$	$M_3 = 5.08$ years
$r_{23} = .14$	$M_4 = 550$ pupil-clock-hours
$r_{24} = -.01$	
$r_{34} = .00$	$N = 207$
$\sigma_1 = \$536$	
$\sigma_2 = 9.85$ years	
$\sigma_3 = 1.11$ years	
$\sigma_4 = 117$ pupil-clock-hours	

Women—

$r_{12} = .62$	$M_1 = \$2{,}365$
$r_{13} = .05$	$M_2 = 14.27$ years
$r_{14} = -.20$	$M_3 = 4.78$ years
$r_{23} = -.05$	$M_4 = 516$ pupil-clock-hours
$r_{24} = -.17$	
$r_{34} = -.10$	$N = 227$
$\sigma_1 = \$473$	
$\sigma_2 = 8.62$ years	
$\sigma_3 = .97$ years	
$\sigma_4 = 126$ pupil-clock-hours	

TABLE XXI

CORRECTED CORRELATIONS BY THE PARTIALING-OUT PROCESS—HIGH-SCHOOL TEACHERS

Men—

$r_{12.34} = .59$	$\sigma_{1.234} = 429$	$b_{12.34} = 32.45$
$r_{13.24} = .02$	$\sigma_{2.134} = 7.85$	$b_{13.24} = 7.02$
$r_{14.23} = .01$	$\sigma_{3.124} = 1.10$	$b_{14.23} = .051$
$R_{1(234)} = .60$	$\sigma_{4.123} = 117$	$PE_{(\text{est. } X_1)} = 289$

Women—

$r_{12.34} = .61$	$\sigma_{1.234} = 366$	$b_{12.34} = 33.34$
$r_{13.24} = .09$	$\sigma_{2.134} = 6.64$	$b_{13.24} = 33.34$
$r_{14.23} = -.14$	$\sigma_{3.124} = .955$	$b_{14.23} = -.408$
$R_{1(234)} = .63$	$\sigma_{4.123} = 122$	$PE_{(\text{est. } X_1)} = 247$

NOTE.—1 represents salary; 2, experience; 3, training; and 4, teaching load in pupil-clock-hours.

more highly paid teachers carry a somewhat lighter teaching load.

The regression equation for men teachers in score form is:

$X_1 = 32.45X_2 + 7.02X_3 + .051X_4 + \$2{,}019$
$PE_{est.X_1} = \$289.$

The equation works very well for the middle ranges of salaries, but it does not work quite so well for the higher and the low salary ranges. This is probably partly due to the fact that the maximum salaries are quite variable for the different cities; some of them go only to $2,800 and $3,000 per year, others go to $3,800.

The regression equation for women teachers is:

$X_1 = 33.34X_2 + 33.34X_3 - .408X_4 + \$1{,}839$
$PE_{est.X_1} = \$247.$

It is significant that the experience factor is nearly the same for both men and women. For the junior high-school men this factor is 34.63 and for the women only 20.87. Another fact worthy of comment is that a year of training is the exact equivalent of a year's experience in the equation for women teachers. The training factor for men is very low. They receive a slight premium for teaching load, however, while the women incur a rather heavy penalty.

The coefficients of correlation and the regression equations show a fairly high correlation between salary and experience. Even this correlation is low for the men and women teachers in county schools. There is little evidence that training is recognized in a material way, except through promotion from one type of school to another and for women high-school teachers. Teaching load is not an important factor in determining the salary that a teacher shall receive.

PART III. SUBJECTS TAUGHT

The material in this part is presented in separate tables for each type of school. Men and women are tabulated separately to show the effect of sex on the choice of subjects taught and to see whether there are significant sex differences in salaries for the same subject in the same type of school.

Men are generally paid higher salaries than women, even in the same subject. In a few cases the difference is not great, but the fact remains. The men do not, as a rule, have more experience or training, and they do not carry a heavier teaching load. They seem to be paid higher salaries simply because they are men.

The only distinctly masculine subject is industrial arts and the distinctly feminine subject is home economics. The men tend to predominate in science and mathematics, although the women are breaking into these fields also. Women have taken over almost entirely instruction in English and the languages. Men still have a slight edge in senior high-school music; women have taken the junior high-school music. Men have also a larger proportion of the senior high-school history and civics positions, but here, too, the women are beginning to take over the field. It has not been very long since a woman science or mathematics teacher was a great rarity, but that time seems to have slipped away. The women chemistry teachers in the large city high schools are the highest paid women teachers and average higher than the men in the same field. This

is one of the very few cases, where, subject for subject, the women do average higher than the men.

The physical-training teachers carry the heaviest loads for both men and women. The load is surprisingly heavy for the men teachers of this subject in senior high schools where the mean load is 1,650 pupil-hours. Some of these teachers report classes as large as 390 pupils, and some of them teach 34 periods out of a possible 35. Evidently physical training is considered play, but one might suspect that it is rather strenuous play for those who are engaged in it.

The subjects were combined into subject groups for the county and small-city high schools. All of the language teachers comprised one group, as did all the science teachers. A few other combinations were made, and a new group called utility teachers was established. In this group were placed all teachers who teach three or more subjects. Out of 73 men teachers in the rural high schools, 24, or practically one-third, are in the utility group. More than one-fourth of the women teachers are also in the utility group. In the small-city high schools the proportions are smaller.

TABLE XXII

SUBJECT GROUPS WITH MEAN SALARY, EXPERIENCE, TRAINING, AND TEACHING LOAD FOR SMALL-CITY HIGH SCHOOLS AND COUNTY HIGH SCHOOLS

Subject Group	Number	Mean Salary	Mean Experience	Mean Training	Mean Teaching Load	Number	Mean Salary	Mean Experience	Mean Training	Mean Teaching Load
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
	Men—County High School					Men—Small-City High School				
Commercial	1	$1,300	0.5	3.7	350					
English						10	$1,770	3.0	4.6	500
History and civics	10	1,500	9.4	3.6	425	37	1,969	12.3	4.7	501
Languages	5	1,390	1.7	4.3	395	10	1,900	8.6	4.9	495
Industrial arts						38	1,982	7.8	3.3	488
Mathematics	3	1,683	17.0	4.8	350	34	1,944	10.0	4.7	469
Music	1	800	0.5	0.3	200					
Physical training	1	1,650	2.5	4.5	450	9	1,958	3.1	4.3	580
Science	24	1,854	4.9	4.3	298	80	1,960	6.6	4.7	471
Utility teachers	24	1,394	5.1	3.8	317	9	2,161	14.2	4.4	486
Means		$1,635	6.0	4.1	341		$1,954	8.2	4.4	481
	Women—County High School					Women—Small-City High School				
Commercial	4	$1,425	12.0	3.5	362	16	$1,525	9.5	3.6	484
Drawing and art	1	1,150	1.5	2.3	425					
English	51	1,328	3.3	4.1	365	135	1,630	8.5	4.5	493
History	11	1,250	5.3	4.1	364					
History and civics						59	1,604	9.1	4.4	533
Home economics	10	1,530	4.4	4.1	318	21	1,731	6.8	3.9	430
Languages	21	1,374	3.5	4.5	317	76	1,707	9.2	4.7	465
Mathematics	4	1,400	7.3	4.5	450	56	1,707	10.2	4.5	487
Music	5	1,330	3.1	2.3	365					
Physical training	1	1,350	1.5	4.5	600	10	1,614	4.5	4.4	680
Science	5	1,390	3.5	4.5	425	30	1,580	5.5	4.6	485
Utility teachers	47	1,317	4.2	3.8	369	8	1,550	3.4	4.5	531
Means		$1,342	4.2	4.0	368		$1,643	8.0	4.5	481

County high schools.—Table XXII gives the means for the subject groups in the county high schools. Salaries, experience, training, and teaching load are all lower for this group than for the other high-school groups.

The highest paid men in the county high schools are the science teachers, and the highest paid women are the home-economics teachers. The lowest paid men—omitting the single music teacher, who probably is only a part-time teacher, and the lone commercial teacher—are in the language group, while the lowest paid women are in the utility group, if we omit the single teacher of drawing and art.

The men with the most experience are the mathematics teachers, while the women with the most experience are commercial teachers. The lowest group for the men, again omitting singletons, is the language group with 1.7 years; and for the women, the music teachers with 3.1 years of experience.

The men teachers of mathematics have the most training and the history and civics teachers least. Each of the groups of women teachers in languages, mathematics, physical training, and science has 4.5 years of training, while the music teachers have the least—only 2.3 years.

As previously indicated, the men and women physical-training teachers carry the heaviest teaching load, while the lightest load, omitting the lone musician, is carried by the men who are science teachers and the women who are language teachers. In the county high schools the men carry a slightly lighter load on the average than the women.

Small-city high schools.—Table XXII also gives like data for the high schools of the small cities. Here the men and women have approximately the same experience and training and carry exactly the same mean load, but the men receive, on the average, $311 per year more than the women.

The highest salaried men also have the most experience, and, strangely enough, these are the utility teachers. The women in this utility group receive the lowest salaries and have the least experience. The highest paid group for the women is again the home-economics group. The lowest paid men are the English teachers.

The women teachers of mathematics and the utility men have had the most experience, while the utility women and the physical-training men have the least experience. The language groups for both men and women are highest in training, while the men teaching industrial arts and the women teaching commercial subjects are lowest.

The physical-training teachers, both men and women, carry the heaviest per-pupil-hour load. The men mathematics teachers and the women teachers of home economics have the lightest loads, although the former is hardly enough below the mean to be of any significance.

Large-city junior high schools.—The junior high schools of the large cities are represented in Table XXIII. Those teaching industrial arts are the highest paid men teachers and those in the vocational-guidance group are the highest paid women teachers. This latter group is also the most experienced group of women. Whatever other qualities they may have which fit them to be vocational-guidance teachers, at least they have had plenty of experience. The lowest paid men and women in the junior high schools are the physical-training teachers. The average experience for men is 5.2 years less than that for the women, although their average salary is $67 a year higher.

The least experienced men teachers are those in industrial arts; and the least experienced women teachers, those in physical training. The vocational-guidance teachers have the most experience among the women, and the history and civics teachers among the men. The teachers of biology and of French have the most training among the women, and the English teachers among the men. The drawing and art teachers have the least training of the men; and the music teachers, of the women.

TABLE XXIII

SUBJECT GROUPS, WITH MEANS FOR SALARY, EXPERIENCE, TRAINING, AND TEACHING LOAD FOR JUNIOR HIGH SCHOOLS AND FOR SENIOR HIGH SCHOOLS IN LARGE CITIES

Subject	Number	Mean Salary	Mean Experience	Mean Training	Mean Teaching Load	Number	Mean Salary	Mean Experience	Mean Training	Mean Teaching Load
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
	Men—Junior High Schools					Men—Senior High Schools				
Biology	6	$2,134	10.8	5.2	550	18	$2,272	11.4	4.3	581
Chemistry	.....	.....	.....	.....	.....	35	2,524	14.8	5.1	528
Commercial	.....	.....	.....	.....	.....	14	2,250	11.9	4.6	538
Drawing and art	9	2,150	7.3	3.8	581	6	3,017	18.3	3.5	625
English	18	1,985	7.4	4.8	559	44	2,523	15.4	5.3	555
French	.....	.....	.....	.....	.....	8	3,183	26.3	5.8	450
General science	28	2,050	7.4	4.7	586	25	2,498	15.1	5.6	545
History and civics	16	2,163	13.0	4.1	549	56	2,503	14.4	5.2	572
Industrial arts	133	2,197	6.0	2.9	545	126	2,510	9.8	2.8	544
Latin	.....	.....	.....	.....	.....	4	2,200	23.8	5.5	450
Mathematics	34	1,915	8.3	4.5	618	87	2,645	17.4	4.8	551
Music	.....	.....	.....	.....	.....	16	2,569	12.6	4.8	713
Physical training	33	1,874	6.1	4.0	697	20	2,404	9.9	4.4	1,650
Physics	.....	.....	.....	.....	.....	40	2,603	13.4	5.1	558
Spanish	.....	.....	.....	.....	.....	9	2,661	18.8	5.6	509
Miscellaneous	13	2,112	12.4	4.8	533	.....	2,230	9.9	5.0	540
Means	.....	$2,083	7.5	3.8	560	.....	$2,516	13.6	4.4	578
	Women—Junior High Schools					Women—Senior High Schools				
Biology	6	$1,815	8.8	5.3	600	17	$2,420	13.9	5.2	578
Chemistry	.....	.....	.....	.....	.....	5	2,910	18.1	4.9	465
Commercial	.....	.....	.....	.....	.....	5	1,970	7.3	3.9	385
Drawing and art	69	1,996	12.1	4.2	603	42	2,491	12.1	4.6	549
English	273	1,944	13.2	3.9	643	227	2,449	15.2	4.9	480
French	24	1,967	8.9	5.3	525	48	2,482	14.0	4.8	472
General science	23	1,861	9.9	4.4	671	14	2,386	14.6	4.6	493
Geography	60	1,862	13.3	3.9	655	.....	.....	.....	.....	.....
History and civics	140	2,020	15.7	3.6	655	71	2,338	14.1	4.9	551
Home economics	89	1,810	9.2	4.1	477	64	2,372	11.5	4.0	492
Latin	44	1,972	11.5	4.7	508	67	2,528	17.0	5.0	492
Mathematics	226	2,035	11.2	4.0	660	70	2,500	17.5	4.9	525
Music	42	2,164	14.6	3.3	704	13	2,165	15.3	4.1	744
Physical training	56	1,671	6.6	3.7	646	35	1,979	6.1	3.8	842
Spanish	11	1,864	9.4	4.1	502	36	2,241	13.0	5.0	472
Vocational guidance	10	2,330	17.4	3.7	585	.....	.....	.....	.....	.....
Miscellaneous	.....	.....	.....	.....	.....	22	2,400	14.5	4.3	477
Means	.....	$2,016	12.7	4.0	629	.....	$2,369	14.0	4.8	528

The women carry a much heavier teaching load than the men. The women music teachers have the highest load and the Spanish teachers the lowest. The physical-training teachers carry the heaviest load for the men;

and the miscellaneous teachers, the lowest. This last group is made up of teachers who teach odd subjects, and perhaps only one or two of them teach the same subject. In some cases they might have been classified as under a specific subject, but it seemed just as well to throw them into a group by themselves. Whether the light load is due to the fact that the subject is unusual could not readily be determined.

Large-city senior high schools.—Table XXIII also shows similar data for the senior high schools in large cities. The men receive higher salaries and have slightly less experience and training, but they carry a heavier teaching load.

The highest paid group of men, the French teachers, have the most experience and the most training and carry one of the lightest teaching loads. The lowest paid group, the Latin teachers, are second highest in experience and training and carry one of the lightest teaching loads. The experience means of these two groups are surprisingly high, 26.3 for the French teachers, and 23.8 for the Latin teachers.

In the biology, chemistry, Latin, and miscellaneous groups the women receive higher salaries than the men, but in all of the other subjects the men receive the larger salaries. The women chemistry teachers receive the best salary among the women, and the commercial teachers receive the least salary, although physical training is very close.

As indicated above, the male French teachers have by far the highest mean experience for either men or women. The lowest experience group for the men is that of the industrial-arts teachers, but even they have a mean experience of almost ten years, 9.8. Among the women the chemistry group is highest, with 18.1 years; and the physical-training group, lowest, with 6.1 years mean experience. High-school teaching in the large cities is attaining a commendable stability of tenure. There seems to be something really attractive and worth while about such work to draw and hold men and women of such wide training and long experience.

The women average somewhat higher in training than the men, although the men have several groups that average higher than any of the subjects for the women. The industrial-arts teachers have the least training among the men; and the physical-training teachers, among the women.

In only three subjects, French, Latin, and music, do the women have a higher teaching load than the men. In all other cases the men average higher, and the average for all men is very much higher than that for all of the women. It is the men in physical training who have the really high per-pupil-hour teaching load. Music and art also show heavy loads. For the women, physical training and music show the heaviest loads, and the commercial subjects, the lightest load.

While the men have a slightly heavier teaching load than the women, the correlation between salary and teaching load for the former is .01, while for the latter it is —.14. No correlation exists for the men, and but a slight negative correlation for the women. It does not seem likely that the higher salaries for senior high-school men can be explained on the basis of teaching load.

We may summarize Part III by saying that in general men receive higher salaries than women even in the same subject, that they do not have more experience or training, and that they do not carry a heavier

teaching load. There is a significant variation among the groups of subjects in salary, experience, training, and teaching load.

CONCLUSIONS

1. In all types of school positions and for both sexes except for men in the one-room rural school, there is a relatively high correlation between salary and experience.
2. The relationship between salary and experience is not a straight-line relationship if all experience is taken into consideration, but for convenience it has been so treated.
3. In order to have the regressions conform more nearly to the straight line, tables were constructed for the teachers of twelve years of experience in the junior high schools, and for those of seventeen-years experience in the senior high schools.
4. In all types of schools, and for both sexes, there is a relatively low correlation between salary and training. In many cases this is so low as to be negligible.
5. From one type of position to another salary increases are accompanied by positive changes in the amount of training.
6. The correlations between salary and teaching load are low in nearly every case.
7. Men receive higher salaries than women both as to type of position and, in most cases, as to subjects within the type of school.
8. Much variability exists in both training and teaching load within subjects and within schools.
9. There is no final evidence that men carry heavier teaching loads than women. In the small-city high schools the loads are the same. In the large-city junior high schools the women carry the heavier load, and in the senior high schools the condition is reversed.